



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 13

End of Unit Assessment: Comparing and Contrasting Two Texts about the Water Cycle



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the main idea of an informational text. (RI.3.2)

I can retell key ideas from an informational text. (RI.3.2)

I can make connections between specific sentences and paragraphs and the overall text. (e.g., *comparison, cause/effect, first/second/third in a sequence*). (RI.3.8)

I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)

I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9)

I can use the meaning of root words to help me determine the meaning of new words with the same root. (e.g., *company, companion*). (L.3.4c)

Supporting Learning Targets

- I can use words and illustrations to determine the main idea and key details of “Earth’s Water Cycle.”
- I can compare and contrast two texts about the water cycle.

Ongoing Assessment

- End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle
- Tracking My Progress, End of Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Things Readers Do to Compare and Contrast the Main Ideas and Key Details of Two Texts (3 minutes)B. Unpacking the Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle (50 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking My Progress (5 minutes)4. Homework<ol style="list-style-type: none">A. Share something you have learned about the water cycle with someone at home. See if you can share a fact that the person does not know.B. Look for a 1-gallon plastic container (like the kind of container that milk comes in). Rinse it out and bring it to school in the next few days.	<ul style="list-style-type: none">• In this assessment, students compare and contrast one text they have read previously (One Well page 8: “Recycling Water in the Well”) with a new text.• Be sure that students have their Comparing and Contrasting Texts recording forms from Lesson 9.• Because this is a reading assessment, do not read the new text aloud.• The assessment text, “Earth’s Water Cycle,” contains two concepts—respiration and transpiration— that go beyond the third-grade science standards. These terms are bolded and defined in the text and present an opportunity for students to consider text structure. It is not expected that they will master these scientific concepts as part of this ELA unit.• Post: Learning targets.



Lesson Vocabulary	Materials
Note: Do not preview vocabulary in the assessment texts.	<ul style="list-style-type: none">• Annotated text from page 8 of <i>One Well</i>: “Recycling Water in the Well” (from Lesson 10)• End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle (one per student)• “Earth’s Water Cycle,” http://www.dec.ny.gov/education/51515.html (assessment text; one per student)• End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle (for teacher reference)• Highlighters or colored pencils (one per student)• Comparing and Contrasting anchor chart• Determining the Main Idea and Key Details anchor chart (from previous lessons)• 2-Point Rubric: Writing from Sources/Short Response (for teacher reference)• Tracking My Progress, End of Unit 1 recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Things Readers Do to Compare and Contrast the Main Ideas and Key Details of Two Texts (3 minutes)</p> <ul style="list-style-type: none">• Tell students that they are going to play a game of Scattergories to warm up their brains for the assessment. Tell them that the topic today is “Things Readers Do to Compare and Contrast the Main Ideas and Key Details of Two Texts.”• Give students a few moments to think, then set a timer for 1 minute or give a student a stopwatch. Record the ideas that the students call out without commentary. When time is up, congratulate students on their list and their teamwork. Call out a few key things to do when comparing and contrasting texts.	<ul style="list-style-type: none">• If you are concerned about students being able to write all the words quickly enough, pair students or have them work in small groups to record words. Alternatively, assign someone to be the “listener” and someone else to be the “writer.”
<p>B. Unpacking the Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Read each of the targets aloud. Tell students that today they will closely read a new text, “Earth’s Water Cycle,” for main idea and key details. Then they will compare and contrast the main idea and key details of this text with “Recycling Water in the Well” from page 8 of <i>One Well</i>, which they read in a previous lesson.• Emphasize that there is no “trick” to this assessment. Students will simply be doing the same kind of thinking they have been doing analyzing and comparing texts throughout this part of the unit.	



Work Time	Meeting Students' Needs
<p>A. End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle (50 minutes)</p> <ul style="list-style-type: none">• Help students prepare their materials for the assessment:<ul style="list-style-type: none">– Annotated text from page 8 of <i>One Well</i>, “Recycling Water in the Well”– End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle– “Earth’s Water Cycle” (assessment text)– Highlighter• Point out the directions at the top of the assessment:<ol style="list-style-type: none">1. Read “Earth’s Water Cycle.” Complete Part 1: Determining the Main Idea.2. Reread the text and complete Part 2, Finding Key Details, and answer the questions.3. Complete Part 3. Compare and contrast “Earth’s Water Cycle” with “Recycling Water in the Well” and answer the question.• Remind students to use the Comparing and Contrasting anchor chart and the Determining the Main Idea and Key Details anchor chart to help them if they need it.• Answer any clarifying questions.• Give students 35 minutes to complete the assessment. Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text? This information can be helpful in preparing students for future assessments and standardized tests.• For students who finish early, possible extensions include the following: revise their main idea statement, reread the text, read their independent reading book, illustrate another caption from page 9 of <i>One Well</i>, illustrate a component of the water cycle.• Collect students’ end of unit assessments to formally assess.	<ul style="list-style-type: none">• Consider focusing struggling readers on a limited amount of text.• Set a time limit for these students or ask them to read only the second paragraph: “Rivers often start in the mountains ...”• Provide extra time for ELLs and other students to complete this assessment.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Gather students together. Explain that the end of unit assessment they completed today is a wonderful way to show what they have learned as readers. Congratulate them on their focus and hard work.• Distribute the Tracking My Progress, End of Unit 1 recording form. Tell them to focus their reflections on how well they are doing in meeting the target of being able to compare and contrast text.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Share something you have learned about the water cycle with someone at home. See if you can share a fact that the person does not know.• Look for a 1-gallon plastic container (like the kind of container that milk comes in). Rinse it out and bring it to school in the next few days.	



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Supporting Materials



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End of Unit 1 Assessment: Comparing and Contrasting
Two Texts about the Water Cycle

Read “Earth’s Water Cycle.” Complete Part 1: Determining the Main Idea

Reread the text and complete Part 2, Finding Key Details, and answer the questions.

Complete Part 3. Compare and contrast “Earth’s Water Cycle” with “Recycling Water in the Well” and answer the question.

Part 1: Determining the Main Idea

- Read the text.
- In your own words, what is the main idea of this text? On the back of your text, write a main idea statement.

Part 2. Finding Key Details

- Reread the text. As you read, highlight the **key details** that you think support the main idea.
- Answer these questions:

1. In what direction does groundwater flow?

- a. Every direction it can
- b. Over rocks
- c. Downhill toward lakes and streams
- d. It doesn’t flow. It just seeps in.

2. What details from the words and/or illustrations support your answer to the first question?

3. According to the text, what powers the water cycle?

- a. Precipitation
- b. Energy from the sun
- c. Evaporation
- d. Clouds



End of Unit 1 Assessment: Comparing and Contrasting
Two Texts about the Water Cycle

4. What details from the words and/or illustrations support your answer to Question 3?

5a. Reread the second and third paragraphs. How would you describe the connection between these paragraphs?

- a. They show the sequence of the water cycle.
- b. They compare two parts of the water cycle.
- c. They explain the cause and effect between two parts of the water cycle.

5b. Which two sentences best support your answer?

- a. "When water falls on the earth's surface, it moves quickly along and forms streams and rivers" and "Water in the ground flows slowly through the tiny spaces."
- b. "It then flows into lakes" and "Some water seeps into the ground and fills the spaces between soil particles and in porous rocks."
- c. "When water falls on the earth's surface, it moves quickly along and forms streams and rivers" and "It then flows into lakes."



End of Unit 1 Assessment: Comparing and Contrasting
Two Texts about the Water Cycle

5c. Why do you think the author included these two paragraphs?

6a. This article explains that the movement of water on earth is *cyclical*. What is the root word of *cyclical*?

6b. Select the BEST answer. If something is cyclical, it ...

- a. has a lot of steps
- b. is fast
- c. follows the same steps over and over again
- d. is round like a bicycle



End of Unit 1 Assessment: Comparing and Contrasting
Two Texts about the Water Cycle

Text 1: _____ **Text 2:** _____



Similarities: What are the similar main ideas and key details that both authors want you to know?

Similar ideas to include:

Can the water cycle begin in different places? Use examples from either of the texts to support your answer.



Text 1:

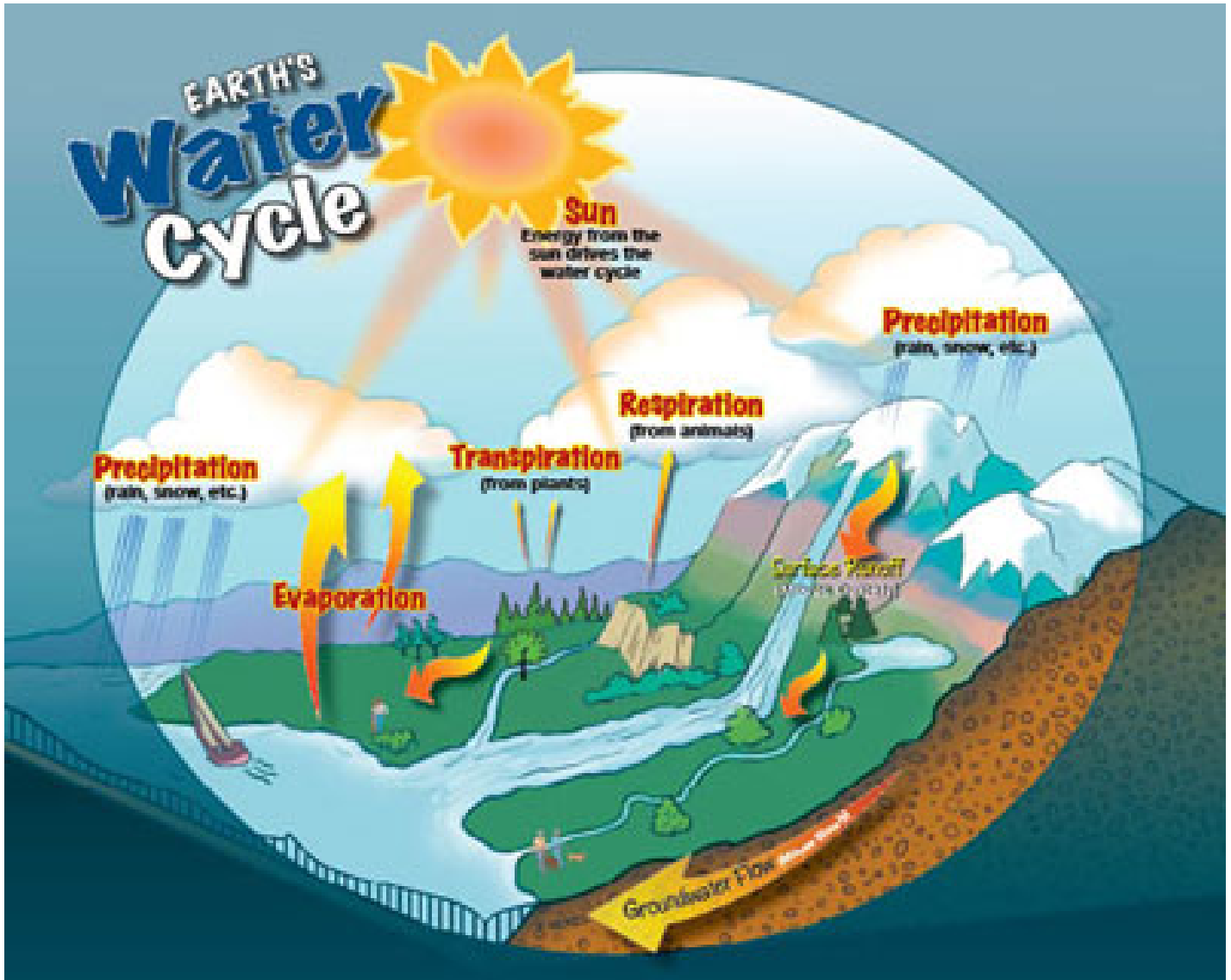
Text 2:



Earth's Water Cycle (Assessment Text)

By Gina Jack

New water can't be made. What we have is all we get. Earth's water cycles through many uses and through different forms. It may be liquid water, solid ice or water vapor in the air. It is reused over and over again. The water you drink today is the same water dinosaurs drank millions of years ago!



Used with permission from the New York State Department of Environmental Conservation.



When water falls to the earth's surface (**precipitation**) it moves quickly along (**surface runoff**) and forms streams and rivers. It then flows into lakes and oceans.

Some water seeps into the ground and fills the spaces between soil particles and in porous rocks. Water in the ground (**groundwater**) flows slowly through the tiny spaces. After a long time, sometimes years, it reaches the surface in low-lying areas and joins streams and lakes.

Water at the surface is warmed by the sun's heat energy and evaporates into the air. Water vapor is also added from the breath of animals, including people (**respiration**). (When you see your breath on a cold day, you're seeing the water vapor.) Plants give off water vapor, too (**transpiration**). The water vapor in the air condenses and forms clouds. The cycle continues as water from the clouds once again falls to the Earth's surface.



End of Unit 1 Assessment: Comparing and Contrasting
Two Texts about the Water Cycle
(Answers, For Teacher Reference)

1. Read “Earth’s Water Cycle.” Complete Part 1: Determining the Main Idea
2. Reread the text and complete Part 2, Finding Key Details, and answer the questions.
3. Complete Part 3. Compare and contrast “Earth’s Water Cycle” with “Recycling Water in the Well” and answer the question.

Part 1: Determining the Main Idea

- Read the text.
- In your own words, what is the main idea of this text? On the back of your text, write a **main idea** statement.

(Answers will vary)

Water can’t be made. The same water cycles through the earth over and over again.

Part 2. Finding Key Details

- Reread the text. As you read, highlight the **key details** that you think support the main idea.
- Answer these questions:

1. In what direction does groundwater flow?

- a. Every direction it can
- b. Over rocks
- c. Downhill toward lakes and streams**
- d. It doesn’t flow. It just seeps in.

2. What details from the words and/or illustrations support your answer to the first question?

In the illustration, there is an arrow pointing downhill toward a lake. The text says after a long time, it reaches streams and lakes.

3. According to the text, what powers the water cycle?

- a. Precipitation
- b. Energy from the sun**
- c. Evaporation
- d. Clouds

End of Unit 1 Assessment: Comparing and Contrasting
Two Texts about the Water Cycle
(Answers, For Teacher Reference)

4. What details from the words and/or illustrations support your answer to Question 3?

In the illustration, there is a big sun at the top with rays shooting out in all directions. It says: “Energy from the sun drives the water cycle.”

5a. Reread the second and third paragraphs. How would you describe the connection between these paragraphs?

- a. They show the sequence of the water cycle.
- b. They compare two parts of the water cycle.**
- c. They explain the cause and effect between two parts of the water cycle.

5b. Which two sentences best support your answer?

- a. “When water falls on the earth’s surface, it moves quickly along and forms streams and rivers” and “Water in the ground flows slowly through the tiny spaces.”**
- b. “It then flows into lakes” and “Some water seeps into the ground and fills the spaces between soil particles and in porous rocks.”
- c. “When water falls on the earth’s surface, it moves quickly along and forms streams and rivers” and “It then flows into lakes.”

5c. Why do you think the author included these two paragraphs?

The author included these paragraphs to show the differences between groundwater and runoff and to explain that all water stays in the cycle., even if it moves in different ways.



End of Unit 1 Assessment: Comparing and Contrasting
Two Texts about the Water Cycle
(Answers, For Teacher Reference)

6a. This article explains that the movement of water on earth is *cyclical*. What is the root word of *cyclical*?

cycle

6b. Select the BEST answer. If something is cyclical, it ...

- a. has a lot of steps
- b. is fast
- c. follows the same steps over and over again**
- d. is round like a bicycle



End of Unit 1 Assessment: Comparing and Contrasting
Two Texts about the Water Cycle
(Answers, For Teacher Reference)

Text 1: Recycling Water from the Well

Text 2: Earth's Water Cycle



Similarities: What are the similar main ideas and key details that both authors want you to know?

Similar ideas to include:

Similar ideas to include:

(Answers will vary)

The amount of water on earth doesn't change; water goes through the water cycle over and over again; precipitation, evaporation, condense/condensation

Can the water cycle begin in different places? Use examples from either of the texts to support your answer.



Text 1:

(Answers will vary. Any plausible answer that uses evidence from the text is acceptable.)

Yes! Whether the author starts explaining the water cycle with evaporation, like in "Recycling Water in the Well," or with precipitation, like in "Earth's Water Cycle," the water cycle is the same. There is no beginning and end. It's a continuous cycle that goes on and on forever.

Text 2:



2-Point Rubric: Writing from Sources/Short Response
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.



Tracking My Progress

End of Unit 1

Name: _____

Date: _____

Learning Target: I can compare and contrast the main ideas and key details in two texts on the same topic.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:
